

Maine Farmer.

A GREAT GATHERING.

Massachusetts Winter Board Meeting.

It was not without regret that an urgent invitation to be present at the winter meeting of the Massachusetts Board of Agriculture was accepted, as that decision prevented an attendance upon the important dairy meeting at Farmington. With the hope that a full report of both might promptly be spread upon these columns, and the readers of the Farmer obtain what otherwise would be impossible, a division of labor was arranged, and the salient points presented at the two most important gatherings in New England are this week offered our readers. Although held in the extreme eastern portion of the State—Newburyport—the attendance of Massachusetts farmers was larger than on any previous occasion, while in the audience were many from other States.

TUESDAY.

The first paper was upon "Industrial Education," by Prof. C. S. Munkland, who, two years ago, was called from a pulpit in New Hampshire to the important position of President of the Agricultural College. The somewhat peculiar position taken by this able instructor at the time of his inaugural address provoked active opposition on the part of the Grange and some of the agricultural workers. Time has modified the forms of expression somewhat, but still enough remains so that in manner of expression if not in thought expressed, the worker in touch with the great body of farmers may yet find cause for regret that with direct and implied criticism there did not follow more of assistance in remedying the evils pointed out. A criticism by one occupying his position stands far more than the same thought coming from a field worker.

Industrial Education.

Educational movements, said he, have to deal not only with the resistance of ultra-conservatism, but also the impatience of impetuous radicalism. One is satisfied with what is good enough now, the other insists upon immediate perfection. Industrial education, which may be defined as education having in view immediate application in some of the pursuits and professions of life, is involved in some confusion, because the difficulties it has met on either hand. It was inevitable that so great an innovation as that embodied in the changes from the traditional and time-honored methods should, for its definite development, require more time than has yet elapsed since the first institution for industrial training was established. Dr. William T. Harris, United States Commissioner of Education, in a recent address, spoke of the "pedagogical form" as a necessity in teaching any subject. By "pedagogical form" is meant a series of lessons so arranged that they shall be progressive, in which each lesson plainly follows the last, and the whole is higher than the sum of its parts. The difficulties that the preceding lessons shall have been mastered. In mathematics and the classics the "pedagogical form" has been developed by long trial, and is essentially fixed.

Mr. Carroll D. Wright, Commissioner of Labor, separates industrial education into three divisions, schools for manual training, technical schools, and institutes of technology. The "half developed colleges of agriculture and the mechanics," he calls them, he places between the technical or trade schools and the technological institutes of university grade, giving them an indefinite and rather nondescript position. Adopting, for convenience, his classification, we may notice, first, that industrial education has been concerned with engineering almost exclusively until a very recent date. Allied with mathematics, as engineering always has been, technical industrial education has easily adopted the pedagogical form ready to its hand, in the established form of mathematical teaching.

It is easy enough to complain that in the industrial or technical education of the country agriculture is overshadowed by mechanics. This may be the case, simply as a temporary phase of the general problem of industrial education. It is not that one department is held in higher regard than another. It is simply that one department found a teaching form ready to its use, while another faced, and faces still, the necessity of developing its own form. No one has advanced a form for technical agriculture, so definite, so well arranged in progressive sequence, that it could be generally adopted as satisfactory for universal use. And the institutions in which agriculture is taught are thrown thereby into a confusion which is, for the present, practically inextinguishable.

We have always to consider the end to be attained in education. Few parents would be satisfied if their sons were to receive from the institution they attend nothing but the training which would prepare them for the mere drudgery of the occupation they choose. Technical work and iron-working are included in the mechanical courses, not simply that the students may be fitted to be carpenters and machinists.

It is not by giving the same instruction in a shorter time, nor in giving better instruction covering the same ground, that a technical school must show its superiority to the school of apprenticeship; but it is in adding to the mere technical training the general education as shall better equip the learner for his place among men. Industrial education must be more than learning and teaching trades; more, even, than adding to the development of technical skill a certain ability to apply general principles to the details of a handicraft. It must fit the learner for life, for the life a man must lead among men. And until we have found how the technical education may best fit its students for the large relations which they must sustain, always having in view the special vocation and also the general human obligations, we shall not have solved the problem of industrial education.

Arranging different courses of study in a general agricultural course is as nearly a hazardous process as anything can be in matters of instruction. Certain textbooks may be assigned to the senior year in one of these colleges, with absolutely no reason why they should not have been assigned to the freshman year, or, for that matter, to some year of the preparatory school course. Where there is any perspective it is afforded by the dependence of agriculture upon some more definitely formulated scientific study, as in the cases where an understanding of elementary chemistry is involved. In other words, teaching agriculture gains the perspective of a pedagogical form only when it adopts the form determined by some more precisely formulated science; and where no such other science is involved there is nothing of that orderly sequence in the progress of the instruction which has made the classical education and in some degree the scientific

education, a process commanding respect by the intellectual development it inevitably implies.

Agriculture has not been reduced to a science. It involves some smattering of scientific knowledge. That farmers are able to speak of potash, and phosphoric acid, and nitrogen, and albuminoids, and carbohydrates, hopeful as this is as a promise for the future, is not a demonstration that agriculture itself is even approximately the exactness of a natural science. It has hardly attained to the scientific method of careful and exact observation of facts.

The patient, painstaking accuracy, the willingness to wait long for apparently meagre results, the disregard of immediate financial return—such qualities as these, all factors of the scientific spirit, have had little opportunity to exercise themselves in the details of tilling the soil. The wisdom of the national government in establishing experiment stations has begun to afford such an opportunity, but only the very best beginning can have been made in seven years. And the agriculturists themselves have hardly, as yet, been willing to unite with these stations in carrying out the work which demands such general co-operation. Until there is a science of agriculture, there shall be some day, there cannot be any satisfactory teaching of agriculture worthy of a college name or a collegiate degree.

One cannot read the following sentences without regret that they should come from a man set to work of strengthening agricultural instruction: "We might, even now, do what some contend for the agricultural papers seem to demand, and give instruction in defining, say, with the method of cutting and carrying wood for the kitchen fire. Then we might proceed to show how to handle a shovel, a spade, a two-wheeled fork and a four-tined one, and on. But it is hardly probable that boys would go to college, or whatever the institution might be called, to learn that which they are not willing to practice at home. Where they have, at least, boys and washing and clothes furnished them."

Again he said, what every young man, especially, should accept as gospel truth: "The agricultural college can justify its being, not by giving the training which might have been given on the home farm, nor yet in considering that same training into fewer years, but in adding to it something which shall tend to make the student a better farmer, a better man and a better citizen. This advantage is gained by broadening the course of study so that it shall embrace many branches which are general rather than technical. These studies benefit the agricultural course from the fact that they are not themselves agricultural. It is possible for the student to gain that personal development which makes for general fitness rather than for special aptitude. And they also ally the more specifically agricultural studies with other studies which have a teaching form already fixed. It would be no benefit to agriculture if we could succeed in forcing an institution to cut out everything in its curriculum which is not directly and immediately technical. No more readily blow could be struck at the agriculture of the future than would be struck if such a movement should be made universal, or even general."

The fact that our agricultural colleges must respect by the quality of the product sent out cannot be too strongly emphasized, but that the standard must be fixed by comparison with classical institutions we do not admit. It is one peculiar to itself. The quality of an institution, say those in active touch with lines of work most necessary, must be secured by the individuality of its graduates fighting life's battles and making a place in the world. Read what he says:

"The agricultural colleges will never command the respect which other colleges command until they earn it. No decree, no legislation, no declaration, will elevate the institution which is not elevated by its work. One of two things, and probably both, our agricultural colleges must do, if they are not always to be considered, as many people now consider them, institutions where a false education may be gained, an education distinct from that of the classical colleges. Either they must produce men who are far on the road to eminence in their chosen specialty, or they must produce men able to maintain their place side by side with the holders of arts from other colleges. If the institution aims to produce eminent specialists, and only these, its constituency will be reduced to narrow limits; if it aims to send forth specialists, and at the same time to give as complete general development as any institution can give in the same time, there is no reason why the agricultural college may not have a constituency far greater than limited, and win for its name genuine honor. So long as either agriculture or technical education is of greatest interest to us, we ought not to rest until the agricultural college is recognized as the equal of any college in the land."

There should be no degree, representing four years college residence, which can be regarded as of less worth, less honor, less credit than any other degree representing the same expenditure of time. If at the end of four years spent in one college there is a degree conferred, making the bachelor of arts a person of right, full distinction, the agricultural college ought not to confer a degree which may be considered as less honorable, as is the degree of bachelor of science.

But this assumes that the institution is a college grade. We cannot admit students with poor preparation, or with no preparation at all, and maintain a standard of scholarship worthy of the collegiate name. The question of the degree thus brings the question of the length of the course, and it should not be less than four years, unless a shorter time be accepted in other institutions conferring the same requirements for admission. This is a mean, necessarily, that there must not be shorter courses requiring less and giving less. But the degree should be the same for equivalent attainment in all.

It may be possible that a course of two years would appeal to many young men to whom a course of four years would seem like an impossibility. Cultural studies, and the howing and the danger that a course of two years with a certificate, not a degree, at the end of it, would tend to lower the standard of the institution, and thus indirectly defeat every graduate who has pursued the full course and thus become entitled to standing as a bachelor of arts. A short course in agriculture is an acknowledgment of the truth of which I have spoken; that in teaching agriculture there is no determined form of progressive sequence. It may also be a confession that the graduate in agriculture is not to be considered equal with the graduate in other departments. So far as this is the meaning of it, the short course is to be unqualifiedly condemned. Three things ought to be demanded of every candidate for collegiate standing—a thorough preparatory training in mathematics, up to the point now fixed upon by our colleges; a thorough training in English, including a course extending over not less than two years

of scientific training, enough to make the student familiar with the scientific spirit and method; and a thorough training in some language which has a fixed pedagogical form, preferably Latin. The technical instruction may be in Latin in its course; this is not at all to the point. The study of one language which can be progressively taught, is of peculiar educational value, even if the student does not expect ever to use the language itself.

In conclusion, as representatives of the farmers you are empowered to act upon the resistance of those who would oppose every movement towards a scientific agriculture and a scientific teaching of agriculture; and upon the impatience of those for whom the car of progress moves too slowly.

Little by little the great problems of industrial education are being worked out. And with the co-operation of the agriculturists themselves; with such unanimity as is possible when institutions and people together seek for the common good of all, the agricultural colleges will go on to definite aims, to wise and comprehensive methods, and to such general development as make the name agricultural college a true designation, and also a title of honor.

Salt Marsh Hay.

By Prof. G. H. Whitteer, Director of New Hampshire Experiment Station.

This devoted friend and sturdy defender of progressive agriculture, shows steady advance as years progress. In his ripening thought, clearness of expression, and evident thoroughness of mastery over details, he stands at the front in New England. The report that he has resigned his position should be denied at once. New England cannot afford to lose such a brainy worker. His subject is not one of great value to Maine farmers, as we feed salt marsh hay, and we present his conclusions and tables, which will be found available to many more by the possible combinations suggested:

"Salt hay, sown or fresh-meadow hay, cut straw and corn stover must be placed in the same class, so far as the stock feeder is concerned; they are poor in albuminoids and rich in starch. Thus nutritive ratio is about 1:20. Fed alone they will support no more than a few sheep, but as a foundation for a ration they are valuable."

There are three ways in which a farmer may lay out his system of cropping and feeding, by broadening the supply of salt marsh from which a fair quantity of hay may be cut. First salt hay as the only coarse fodder used.

If I had to feed under this condition I should make up the following ratio for a 1000 pound cow:

RATION A.	Albumin.	Non-Albuminoids.
15 lbs. salt hay furnished...	0.33	6.80
3 1/2 lbs. cotton seed meal...	0.94	1.27
3 1/2 lbs. wheat (2 1/2 qts.)...	0.75	1.84
3 1/2 lbs. corn meal (1 1/2 qts.)...	1.15	1.43
Second: Salt hay and English hay combined.	2.55	13.96

RATION B.

RATION B.		
	Albumin- oids.	Non-albu- minoids.
10 lbs. English hay fur- nishing.....	.37	4.76
10 lbs. salt hay.....	.23	4.58
2 1/2 lbs. cotton seed meal (1 1/4 qts.).....	.63	.84
3 lbs. gluten (2 qts.)...	1.75	1.84
4 1/2 lbs. wheat (2 1/4 qts.)...	.38	2.62
	<hr/> 2.36	<hr/> 14.62

This is the best possible way of combining salt hay, and every farmer owning salt marsh should plan to raise from it a few tons of corn for the silo for each ton of salt hay he proposes to feed.

RATION C.

bining salt hay, and every farmer owning salt marsh should plan to raise from three to five tons of corn for the silo for each ton of salt hay he proposes to feed.		
RATION D.		
	Albumin-	Non-Albu-
	oids.	minoids.
30 lbs. ensilage.....	.44	4.42
10 " salt hay.....	.23	4.58
2 " cotton seed (1/4 qts.).....		
	.63	.84
2 1/2 lbs. gluten (2 qts.).....	.75	1.84

Each of these five rations are full ones, and will prove satisfactory if used with good judgment, and without too sudden change from one ration to another. Calling salt hay worth \$10 per ton, English hay, \$15, ensilage, \$8, and grain at retail prices, the cost per ration is about as follows:

Ration A	21 cents.	Ration B	22 1/2 cents.
Ration C	22	Ration D	22
Ration E	22		

The most admirable address of Mr. Wm. Atkinson, the celebrated food authority, on "Nutrition for Soils, Plants and Man," treating at length the problem of wastes in each department and giving valuable object lessons in economic systems of cooking, must wait an opportunity when ample space will allow a detailed report.

WEDNESDAY.

At the close of the second day one would have the remark likely from farmers and professors. "This has been one of the most valuable days in the history of the Board." So it seemed to us, for Secretary Sessions had made a most wise and happy combination of subjects and selection of speakers.

"How to Keep Our Farms Fertile."

By Prof. W. P. Brooks, Professor of Agriculture, University of Vermont. The physical or mechanical condition of the soil, its texture, the proportion of fine and coarse particles, its drainage, its capacity to hold capillary water and to favor the rise of water below the surface in relation with its productivity as its chemical composition.

It is evident by these figures (tables of the State) that the soil contains an enormous supply of the prominent constituents of plants. Even the poorest of the soils, the Agawam "plain" (the poorest of the State) contains in the upper six inches as much phosphoric acid as 20 such crops and as much potash as 28 such crops. Of course most of this plant food must be lost to the light of the soil, and since there exists even in the poorest soils, such enormous stores of plant food, it behooves us to so manage our lands as to favor its conversion into available forms. Thorough drainage, full plowing, complete aeration and pulverization of the soil beforehand during the growing seasons, are means of keeping up fertility which often receives too little attention.

Soils have very little capacity to hold nitrogen in its soluble compounds, while under ordinary conditions they hold ten times as much phosphoric acid and pot-

ash, whatever the forms in which they may be applied. Soluble nitrogen is lost either by volatilization or by leaching. Farmers applied one season in excess of the requirements of the crop are likely to be lost in the drainage waters of the soil, before another crop is planted. To endeavor to accumulate a working nitrogen capital is desirable, and its accumulation in the various organic substances, such as manures, stubble and roots of grass and clover, green crops to be plowed under, is the best practice.

Green manuring cannot increase the total phosphoric acid or potash in the soil. Whatever of these elements the plants contain was taken from the soil, and is simply returned. But the feeding of plants is provided with an acid which enables them to exert a solvent action upon the articles of the soil with which they come in contact. These constituents enter into the plant and are made available to the farmer. This is the way that they become available to the succeeding crops. Thus green manuring increases the availability of the natural stores of phosphoric acid and potash of the soil. Green manuring may be also a means of conserving soluble soil nitrogen, and of gathering nitrogen from the air and making it a part of the soil capital.

The most effective means of preventing loss by leaching appears to be to keep the soil full of the hungry roots of a growing crop. They seize upon the soluble nitrogen as fast as produced, not again to become soluble until the process of November. Winter crops, such as new vegetable tissues. Green manuring, then, enables the farmer to put the soluble nitrates which warmth, air and bacteria have been producing under lock and key, and to hold them during autumn and winter. Heavy rain is most likely to absorb with them.

To prevent this loss a hardy crop may be sown in corn which will grow until the first of November. Winter crops will take up the nitrates. For this purpose I have used white mustard, sown about the first of August. It usually continues to grow until the middle of November. Winter crops may be used for the same purpose provided the land is not to be planted before about the end of May in the following year.

On many farms land has been bare for weeks after such crops as early potatoes or corn have been harvested. Something should be kept growing.

Clovers, peas, beans, vetches, and lupines take most of the nitrogen they require from the air. As nitrogen is the most abundant of the elements of the soil, and the supply of the mineral elements of plant-food, phosphoric acid, potash and lime; third, the presence of the germs of the proper bacteria; and fourth, only a small store of available soil nitrogen. The nodules on the roots are the result of the growth of certain bacteria. In the absence of these the plant is powerless to make use of atmospheric nitrogen.

Clover bacteria cannot come from the soil, but are more than clover seeds can grow from beans. Fortunately clover bacteria are found in all soils because clover has been so long cultivated. The same is true of the bacteria decomposing manure, and of the bacteria which fix nitrogen in the soil. This is not the case with the bacteria upon the roots of crops new in any locality. The Soybean upon the grounds of the Storrs school experiment station was failed, until appropriate bacteria were procured from Amherst, where a magical change was produced. Farmers should not be too easily discouraged in their trials of new leguminous crops.

The leguminous crops should be grown on soils containing but a small amount of available nitrogen. When there is a sufficiency of available nitrogen in the soil, they make little use of that from the air.

The withdrawal of nitrogen from the air through the agency of the legumes, may be made an important factor in the maintenance of the fertility of our farms. Every crop we grow has two values: a food value and a manure value. Plow the crop in, and get the manure value. Feed it wisely, and get the food value, and besides, in the excreta, four-fifths of the phosphoric acid, and one-half of the potash, are returned to the soil. This is not the case with the manure of other crops. The manure of the cow, for example, contains 200 pounds of nitrogen, and there will be more nitrogen in the surface soil (including roots and stubble) than before the clover was planted.

It is clearly the part of wisdom first to make the utmost of home resources. Under certain circumstances it may be preferable to use fertilizers, and when one is poor, the elements of fertility can be more cheaply obtained than in fertilizer or manure.

Manures are more complex in their composition than fertilizers. They contain all the elements found in plants, while fertilizers do not. The value of manures varies with the nature of the food of the animals from which it is made, and the method of handling and saving.

A cow-farm manure weighs upon the average about three tons. The plant food supplied in one cord is, therefore, about as follows: Nitrogen, 27 pounds; phosphoric acid, 15 pounds; and potash, 15 pounds. A common two horse cart load weighs usually just about one ton.

My preference is to keep cattle in a wing connected with the hay barn, and to have the manure fall directly into a cart or manure spreader on such a level that the manure can be dumped directly into it from a barrow or overhead trolley car. I believe most fully in the value of the manure as a fertilizer, and I would generally fall-plow the fields to be manured, and then during the fall and winter months get out and spread the manure as fast as it comes. Under this system the soluble constituents of the manure are washed into the soil; even on fields with considerable slope, if plowed across the slope in fall, there will be little wash. The dressing will help to prevent it, as well as the protease of the lighter class from the loss of fine particles by the action of wind.

The physical effect of manure cannot be obtained by the use of fertilizers. It is desirable to employ the latter to give the crop a quick start. The manure is more complete in its composition than the fertilizer, and it is the plan of hauling out manure during winter and early spring and putting it into large heaps, to be forked over and later spread, has little to recommend it for the common farmer.

For potatoes I would make an exception and should also except most of the crops involving much hard labor, such as onions, because there are less weeds where fertilizer alone is applied. In the case of a field lying at a great distance from the barn there is also an evident saving in depending upon fertilizers alone.

The chief ground of criticism of special fertilizers as we find them, however, lies in the fact that, almost without exception, they contain too large a percent-

age of phosphoric acid, and too little of either nitrogen or potash, or of both of these.

SUMMARY.

The leading points that I have endeavored to bring out are the following: 1. The productivity of soils depends in almost all degree upon their physical character.

2. To secure the conditions essential to the best effects of manures and fertilizers, and to utilize in so far as practicable the natural resources of the soil, which are enormous, good drainage, full plowing and thorough tillage are essential.

3. Soils can hold phosphoric acid and potash; they do not hold soluble nitrogen. We may wisely endeavor to accumulate a reserve of the two former, but not of the latter, except in the form of organic matter.

4. The culture of suitable crops which can grow late in the fall enables us to both conserve and gain nitrogen. The latter purpose is well served only by leguminous crops, of which the clovers are the most important. We should aim to have fields to be bare during the season when the ground is open. It often pays better to feed crops grown for this purpose than it does to turn them in. The stubble and roots have a great manure value.

5. So manage as to prevent loss of urine and ammonia of manures. Apply to the field when fresh, aiming to reduce the labor of handling to a minimum.

6. Special fertilizers are not correctly proportioned. They contain relatively too high a proportion of phosphoric acid. If they are to be employed use manures and fertilizers together, rather than each by itself.

7. Uniform fertilizers in great variety can be obtained and by their use in connection with home made manures the farmer can keep the fertility of his field at least expense.

8. In the use of phosphoric acid and potash follow the plan of accumulating a large working capital.

9. Phosphoric acid depends chiefly upon the cheaper natural phosphates to accomplish this.

10. For potash the cheapest present source is the muriate.

11. In supplying nitrogen use mixed materials of different degrees of availability; or if choosing to depend on nitrate of soda, apply at two or more different times. Do not apply nitrogen in large excess of the requirements of the crop under cultivation.

12. Open an account with your fields, charging each with the plant food applied, crediting with the amounts removed in the crop. Try to make the two sides of the account balance. You should be able to do this pretty nearly for the phosphoric acid and potash. We cannot expect so close an agreement for the nitrogen.

We wish every reader of the Farmer would clip this summary, and secure it where every day it would receive a careful reading.

Summer and Winter Feeding of Dairy Cows.

By Prof. J. W. Robertson, Ottawa, Dairy Commissioner for the Dominion of Canada.

Among the comparatively young men who have made their way to the front through their own abilities must be ranked this enthusiastic Scotchman, who combines the scientific with the practical to a marked degree. Possessing a pleasing voice and manner, bright sparkling sentences fall from his lips rapidly as he works into his subject. Entertainment and instruction go hand in hand when listening to such speakers. It was a treat to meet and hear an authority whose thorough work in the provinces we have so often come in contact with and so heartily commended. Only a fragment of the good things said can be given.

The solid prosperity of this nation depends upon agriculture, and the sole object of this calling must be to take the coarser products of the soil and convert them into finer food for man and beast. Man is on the top and all other forces are underneath, each one to become his servant in passing up the products which are below refining them all the while. The products of the soil are less valuable into a more valuable product. If the cow won't do this, or wastes energy, she is not profitable.

Changing cornstalls into cussiness doesn't pay; changing them into milk and butter is profitable. Much depends on the cow you feed and on what you feed the cow. Many kinds of feed are uneconomical for best results. Man and cow must be in close partnership. Cow food for man is equally profitable. The cow must be in the best and richest products from the cheapest cost.

Feed a cow that she may feed man; feed also to protect the soil. If a cow feeds coarser food into finer she is a good servant, otherwise a poor boarder. Man and cow must be in close partnership. Cow food for man is equally profitable. The cow must be in the best and richest products from the cheapest cost.

Two organs are largely concerned in milk production, the outside and inside skin. Outward conditions have much to do with inward. Groom the cow, keep her clean, and she will give more milk from the better first year. If she does not get milk the first three days. The milking stool is not a milk producer. To obtain a good cow begin to handle her six weeks before she first comes in milk. That is, make friends with her mother. For six months before first calf comes handle under daily, then milk will come at your call without trouble, then you will increase under capacity. You cannot carry by intuition.

The largely increased attendance, manifest interest in discussions, and apparent desire to get the most out of every speaker, must have been highly satisfactory to Sec'y Sessions, whose admirable method in arranging and directing were recognized by all. Mr. Geo. W. Whitaker, editor of the New England Farmer, his chief assistant in the Dairy Bureau, gave most thorough and complete tests of milk and cream, demonstrating the practicability of the Babcock test for general use. It was a great pleasure to meet once more the honored Vice President of the Board, Hon. J. S. Grinnell, one who was present and participated in its organization, and who now, in his ripe old age, presides and directs the details with the same lively interest as of old. Such men are always young.

His Excellency, Gov. Greenhalge, the President of the Board, was present only at the banquet, but his eloquent address there was thoroughly enjoyed. In fact, this was one of the enjoyable features of the week, so completely did the speakers enter into the spirit of the occasion.

Salt rheum with its intense itching, dry, hot skin is cured by Hood's Sarsaparilla, because it purifies the blood.

Filthy stables increase cost. Light is a purifier. Get into winter dairying, that you may have better calves better than their mothers. The conditions which make milk will keep healthy. Man loses his respect for the occupation by having nothing to do; so does the cow. A small belly means a small udder.

The possibilities of the dairy are limited, and to be limited only by the skill and intelligence of the dairyman. Things everybody covets are not worth doing. Whatever is easy takes a low grade of manhood, and just so it is with our stock. Give the cows hard examples, and assist them to perform them successfully. Then summer and winter alike become profitable to the individual farmer.

Eastern vs. Western Farmers. By Prof. J. W. Sanborn, of Gilmanton, N. H.

The many who heard this recognized authority when in Maine a few days ago, will read the following brief and very imperfect abstract with interest. Having lived in the West he knows whereof he speaks.

"Two broad and markedly distinct types of agriculture are standing clearly out in the West. The western is due to its machinery, manual labor being at a minimum, and its rich limestone soils, ground finer than our granite soils, more richly infiltrated with organic fatness.

Cheap transportation and machinery have enabled the rapid extraction of this fertility and its sale upon far distant markets on terms that enabled it to organize its evidences of civilization and to rapidly enhance the value of its lands. These forces, however, have expedited the completeness of soil robbery. The bounty of all time has been centered in the enrichment of a single generation.

The great wheat and corn producing States of the West are now producing 28 bushels of corn per acre and 33 bushels of wheat. This at 40 cents per bushel is \$5.20 per acre, and corn at 25 cents per bushel is \$8.25 per acre.

The profit of meat making is on a parity with that of crop production. The prices of beef making in the Mississippi valley are reduced to the level of interest on capital and the lowest rates on day labor.

Many farmers of the West have accumulated capital and are using it in village life, giving rise to the class of men known as renters.

New England has poorer soils, higher railway rates, but the advantage of selling great masses of products gives, far less machinery, poorer pastures, less skilled and aggressive breeders, less boldness of policy and is more fixed in its practices. We have in the East the advantage of near by markets therefore higher prices, can produce better products, gain for them personal markets, have cheaper money, cheaper lands, better manure, more of permanent improvements, less expensive habits, purer water and conditions that admit and compel closer industry, economy and a keener exercise of intellectual powers. Not all of these have yet been applied to New England.

The immense demand made upon New England farms has paralyzed its energies while the vim of the great West was built up by New England blood and New England capital. Something better is desired now. To till only 11 per cent. of arable land exclusive of pasture does not do credit to our stalwart ancestry. There can be no high agriculture without a high output of crop rotations, involving that system that alternates tillage and covered crop, the one to aid decomposition and the other to absorb its products that might be wasted by continuous tillage, and the West. This would require an immense increase of capital, labor, machinery, manure and skill. Can we afford these?

First we have the cheapest lands in America, saving the dark belt of the South. New England to-day offers the best opportunity of the continent for a poor man to secure a farm home. Here to-day is the most promising opening for capital for the farmer to realize to make the investment a paying one. It is said that we cannot carry on extensive farming as in the West because we have not its fertility of soil. But is this statement true? Really have we not an advantage over the West in this regard? Can we not carry on not only extensive farming but extensive intensive farming? To make it extensive we must clear the fields of rocks, and to make it intensive we must feed all the more labor more and cheaper capital than the West commands, there is no trouble at all in fitting the fields for machinery, no trouble about the profit of it provided we can furnish the fertility. Here is the rub and here is the pivotal spot where we must look in detail and with some care.

The value of our diversified markets where individual sales are made at special rates for extra fine butter, fresh eggs, poultry, fruits, and a line of the more refined products of agriculture, is great. It does not suffer from the depressing effect of distasteful marketing, and is aided by the reflex action of diversified industries on the ambition and moral of farming.

The reaction is apparently setting in, fortunately before the English rural sections have passed the point where it retains enough of recuperative strength of men and money. Men and capital are beginning to see that our old farms afford a reasonable opportunity for cash, and I predict that New England agriculture is about to enter upon the most glorious era of its history.

The address on insecticides, by Prof. Maynard, did not have the pleasure of hearing. It dealt largely with implements, formulas and methods for destroying insect pests, and outlined work which, if followed, would add greatly to the quality and quantity of the fruit product of the State.

The largely increased attendance, manifest interest in discussions, and apparent desire to get the most out of every speaker, must have been highly satisfactory to Sec'y Sessions, whose admirable method in arranging and directing were recognized by all. Mr. Geo. W. Whitaker, editor of the New England Farmer, his chief assistant in the Dairy Bureau, gave most thorough and complete tests of milk and cream, demonstrating the practicability of the Babcock test for general use. It was a great pleasure to meet once more the honored Vice President of the Board, Hon. J. S. Grinnell, one who was present and participated in its organization, and who now, in his ripe old age, presides and directs the details with the same lively interest as of old. Such men are always young.

His Excellency, Gov. Greenhalge, the President of the Board, was present only at the banquet, but his eloquent address there was thoroughly enjoyed. In fact, this was one of the enjoyable features of the week, so completely did the speakers enter into the

Woman's Department.

INTERCHANGE.

In the garden buzzed the bees,
Sucking honey and bearing sweet
From each flower from each one
Swaying in the summer's heat.
Intercourse and friendly hum,
See flew to bee, from one to one.

Maidens walking 'midst the blooms,
Scenting flowers and gaily talk.
Pick the blossoms as they go
Down the flower-enamelled walk.
Pebbles touch beneath the feet;
Perfumed air is very sweet.

Just outside the garden plot
There all the bees in thousands dwell,
Bearing honey to their hives,
And in their bee talk, stories tell.
Humming, buzzing, day by day,
Bringing sweets from far away.

Buzzing, telling of the day,
Fields of light they have fitted o'er,
All the while they unloose waste,
Adding to their winter's store.
Beauties fade, and other bloom
Gladdens with the sweet perfume.

Maidens lean upon the gate,
One to go and the other stay;
Friendly parting, thought to thought
Opened each to such that day;
Avenues not true before,
Mind looks out and seeks for more.

New lines of thought lead to more;
Broad fields of knowledge intervene,
For by one word a life is known,
In one hour we shape the way
That a friend walks, day by day.
Summer's sun again sinks low;

Bees hum in the garden sweet;
Maidens gather flower and bud,
Tripping here with eager feet,
But the blossoms are not the same,
Though they bear the same name.
Bees flew swiftly from each one,
Changing, intermingling, too,
Pollen from each perfume cup,
That new beauties rise to view.
Many lives are made to rise
In nature, life—all the earth.

CHRISTMAS GIVING.
Last year, just before Christmas, while shopping, I overheard the following conversation between two women:
"I want to find something to send to a friend of mine for a Christmas present. I can't afford to buy anything nice, and have no time or materials to make a present. I don't know what to get, for she has everything now that money can buy."

"Then why do you send her anything?"
"O, because she always sends me something."
How many, many people have reached the same position as that poor woman.

The loving Christmas gift is fast losing its original meaning, and becoming the game of give and take, till Christmas becomes an expensive burden, instead of a day of "Peace on Earth, Good Will to Men."

Remember the old, the children, and the poor, with true love, and within your means, but to these friends who already have all they need, if they are true friends a loving letter would be better appreciated than the gift which you can ill afford.

DO WOMEN KNOW?
The Patent Facts Given Below Which Wayfaring Men Need Not Err In.
That meat, if cooked before being eaten, is more palatable and more easily retained by the stomach than when eaten raw?

That it requires a larger vessel to hold three pints of a given liquid than one whose capacity is but one quart?

That shoes and stockings, if laid away in a bureau drawer, either with or without fuel or moisture, will last very much longer than shoes and stockings that are in constant wear upon the feet?

That the greatest pains taken in selecting the materials for your husband's breakfast, and the more excellent it is cooked, the better may be expected to enjoy the food which is set before him?

That the trousers or gowns which fit rapidly growing child to-day will not be likely to fit the child ten, or even six, years hence?

That the purchase of a new cloak may be avoided by wearing your old garment for another year, or in the event of such a course being out of the question, by keeping within doors until warm weather returns?

That the coldness in ice is due to its low temperature, a fact that is easily provable by the simple experiment of submitting the ice to heat, which will soon render it difficult, if not impossible, to distinguish the liquefied ice from similar water which has not been congealed?

That a clean napkin or table cloth is not nearly so much needed of washing as a table cloth or napkin which has become soiled by use?

That the bone should be removed from the meat or fish before it is chopped for croquettes or hash?

That a black cat, as far as the mere matter of color is concerned, is as much unlike a white cat as a white cat is dissimilar from a black cat?

That the proper place for equestrian exercise is outdoors, or at the riding academy, and that no lady who aspires to the name of housekeeper will ever think of riding on horseback about her parlor or kitchen?

That while one may more quickly discover how a novel comes out by reading the last chapter first, yet the story is more easily followed and understood by beginning at the first chapter and reading the following chapters consecutively?

That the women are not such confirmed and conspicuous ignoramuses as one might suppose by reading some of the fool paragraphs that are printed in the papers under the heading, "Do Women Know?"

THE REAL CHRIST-MORNING.
Of her family and surroundings we know nothing at all, writes the Rev. S. D. McConnell, describing Mary, the mother of Christ, in an article treating of the life and time in which Christ was born, in the December Ladies' Home Journal. A tradition so ancient and uni-

Young Folks' Column.

ABOUT A GIRL CALLED BUNNY.

Happy little Bunny
Ran through all the day,
Finds the world a funny
Good old place to play.
When she's tired her mother
Kisses her and says,
And the blessed angels
Watch her slumbers deep.

When she wakes she laughs and
Tumbles from her bed,
With her bright eyes telling
From her tossed head,
Isn't my mother dear?
Wants to be just like her—
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Wants to be just like her—
Friendship with the world.

World is glad to see her—
Kisses her all the night,
With her eyes closed tight,
With her eyes closed tight,
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